

# Weekly BDDS Meeting for Case Managers and Providers May 6, 2020

To view captioning for today's  
meeting, please use the following link  
link (also available in the chat box)

<https://www.streamtext.net/player?event=LUNA>



# Welcome and Today's Agenda



- Introductions
- DDRS Goals for COVID-19 Efforts
- Supporting Individuals with Social Distancing
- Updates on Policy Guidance
- Next Steps



# DDRS Goals for COVID-19 Efforts

**H**elp prevent the spread of COVID-19 and keep people alive

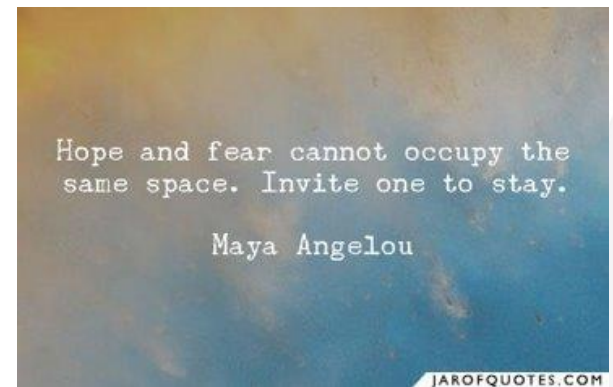
**O**perationalize flexibilities

**P**rovider network maintained

**E**mpower person-centered decision-making for self-advocates, families, case managers, and providers



Image by: McChrystal Group & NASDDDS



# Social Distancing vs Social Isolation

Social isolation is not a new experience



for people with intellectual disabilities.

- THANK YOU for being creative!
- As recommendations for social distancing continue -social isolation becomes a more significant issue for people with disabilities and their families

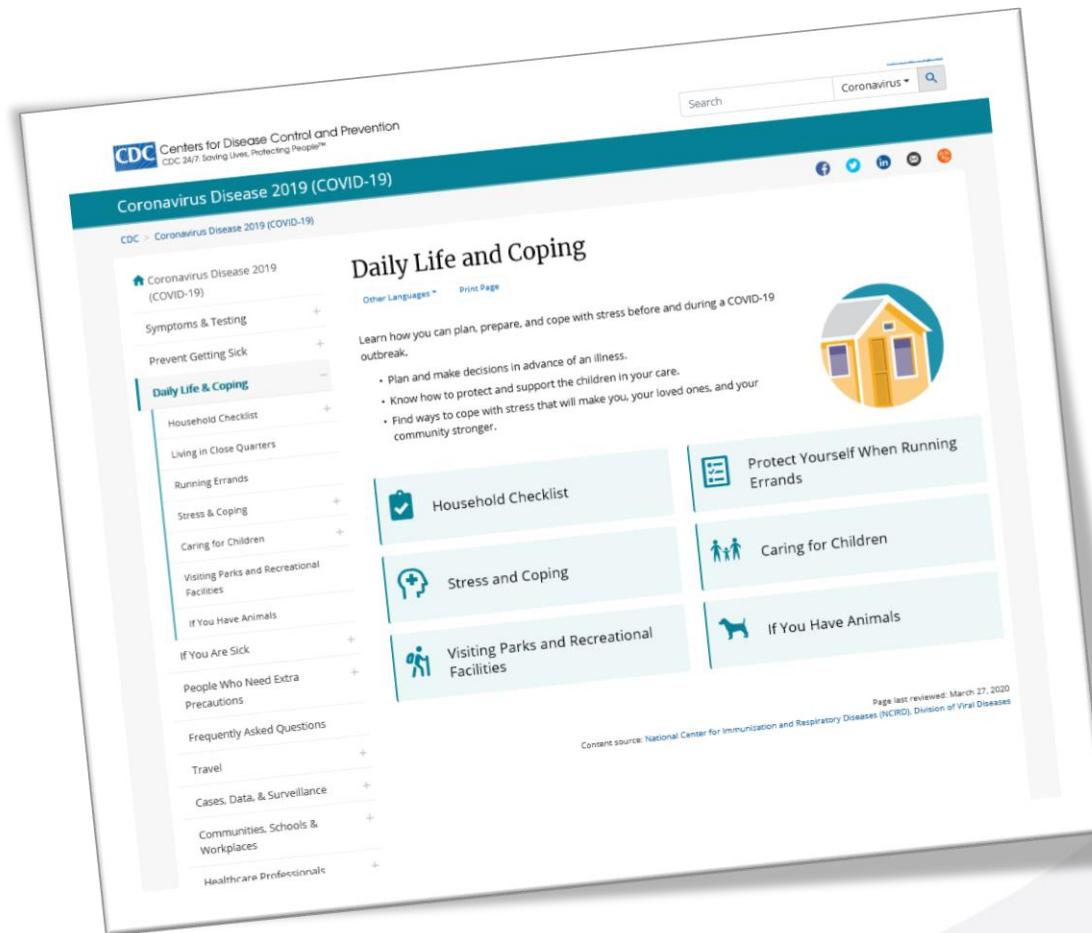
Unfortunately, we still receive feedback like:

"[w]e have providers who won't allow individuals to visit their families, go for a walk, or even go outside. Many individuals are struggling. What are teams supposed to do?"

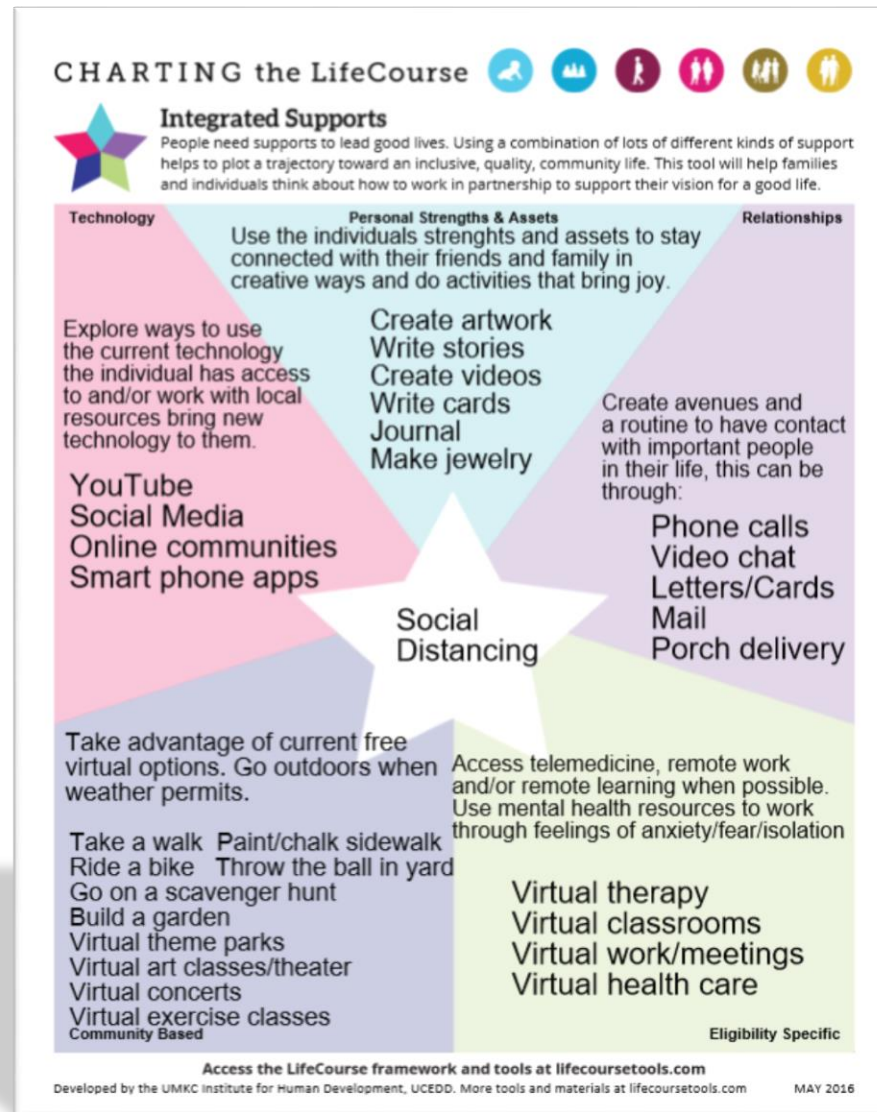


# Social Distancing vs Social Isolation

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/index.html>



# Social Distancing vs Social Isolation





# Social Distancing vs Social Isolation

## Resource Toolkits

**DAILY LIFE**  
 What we do as part of everyday life—school, employment, volunteering, communication, routines and life skills.

Description	Content	Age Level				
		Early Childhood	Elementary	Transition Age	Adults	
At-home resumes, readings, and activities	<a href="https://www.harpercollins.com/kids/enl/at-home-resources-for-kids-and-families-during-coronavirus-2020/">https://www.harpercollins.com/kids/enl/at-home-resources-for-kids-and-families-during-coronavirus-2020/</a>	X				
Bathroom routine visual	<a href="https://www.idc.indiana.edu/news-events/covid19-resources.html">https://www.idc.indiana.edu/news-events/covid19-resources.html</a>	X				
Creating PBIS Behavior teaching matrix for remote instruction	<a href="https://www.idc.indiana.edu/allresources/Creating-a-PBIS-Behavior-Teaching-Matrix-for-Remote-Instruction.pdf">https://www.idc.indiana.edu/allresources/Creating-a-PBIS-Behavior-Teaching-Matrix-for-Remote-Instruction.pdf</a>					
Daily schedule example	<a href="https://drive.google.com/file/d/1u-buKt2Hc7FVip_u8-FSPQ3y6C8oErf/view">https://drive.google.com/file/d/1u-buKt2Hc7FVip_u8-FSPQ3y6C8oErf/view</a>	X				
"My schedule will change" social narrative version 1 and 2	<a href="https://www.idc.indiana.edu/news-events/covid19-resources.html">https://www.idc.indiana.edu/news-events/covid19-resources.html</a>					
"My Parents and I Are Working from Home" social narrative	<a href="https://www.idc.indiana.edu/news-events/covid19-resources.html">https://www.idc.indiana.edu/news-events/covid19-resources.html</a>					
Highlights kids	<a href="https://www.highlightkids.com/">https://www.highlightkids.com/</a>	X				
Learning to make a waffle	<a href="https://www.youtube.com/watch?v=Qb-jhgDQ7QU">https://www.youtube.com/watch?v=Qb-jhgDQ7QU</a>					
Making a bird video	<a href="https://www.youtube.com/watch?v=WmN3A7U30">https://www.youtube.com/watch?v=WmN3A7U30</a>					
PBIS Kids - varying levels of reading and activities						
Scholastic Learn at Home						
School Closure Toolkit (can be adapted for adult)						
Stop Look and Listen (PDF) - Adult decision making support						
Switch Zoo Animal Game						
The Lorax crafts and activities						
Transition education materials for elementary-age students						
Transition resources for students with significant and multiple disabilities						
Visual schedule of washing hands						

**CITIZENSHIP & ADVOCACY**  
 Building valued roles, making choices, setting goals, assuming responsibility and driving how one's own life is lived.

Description	Content	Age Level				
		Early Childhood	Elementary	Transition Age	Adults	
Center for Public Representation COVID-19 Page	<a href="https://www.centerforpublicrep.org/covid-19/">https://www.centerforpublicrep.org/covid-19/</a>	X	X	X	X	
Disability Inclusive COVID-19 Response	<a href="http://www.internationaldisabilityalliance.org/sites/default/files/idea_recommendations_for_disability_inclusive_covid19_response_final.pdf">http://www.internationaldisabilityalliance.org/sites/default/files/idea_recommendations_for_disability_inclusive_covid19_response_final.pdf</a>					
It's My Choice Workbook	<a href="https://www.idc.indiana.edu/publications/itsmychoice/My_Choice.pdf">https://www.idc.indiana.edu/publications/itsmychoice/My_Choice.pdf</a>		X	X	X	
Learning about Self-advocacy Online	<a href="https://www.aufbauonline.org/learning/learning/">https://www.aufbauonline.org/learning/learning/</a>			X	X	
Mat Lessons for Teaching Self-advocacy and Self-Awareness	<a href="https://www.idc.indiana.edu/transition-education-material/mat-lessons-for-teaching-self-awareness-and-self-advocacy">https://www.idc.indiana.edu/transition-education-material/mat-lessons-for-teaching-self-awareness-and-self-advocacy</a>			X	X	
People with ID: A Digital Story	<a href="https://www.youtube.com/watch?v=5uG0C07s">https://www.youtube.com/watch?v=5uG0C07s</a>		X	X	X	
Self-advocacy: Find the Captain in You	<a href="https://www.parentcenterhub.org/priorities-self-advocacy/">https://www.parentcenterhub.org/priorities-self-advocacy/</a>	X	X	X	X	
Speaking Up Using What You've Got to Get What You Want	<a href="http://www.centerforchildwelfare.org/kb/YouthSpacDocSpeak_up.pdf">http://www.centerforchildwelfare.org/kb/YouthSpacDocSpeak_up.pdf</a>		X	X	X	
Talk to Me: Treating People with Intellectual Disabilities with Respect	<a href="https://www.youtube.com/watch?v=c3bAY6-uQ">https://www.youtube.com/watch?v=c3bAY6-uQ</a>		X	X	X	
The Disability Conversation	<a href="https://www.youtube.com/watch?v=c3bAY6-uQ">https://www.youtube.com/watch?v=c3bAY6-uQ</a>		X	X	X	
President of United States: Job Candidates and Responsibilities	<a href="https://www.youtube.com/watch?v=VR-SPk_2EYI">https://www.youtube.com/watch?v=VR-SPk_2EYI</a>		X	X	X	
Producers and Consumers	<a href="https://www.youtube.com/watch?v=PA6B8U3pYE">https://www.youtube.com/watch?v=PA6B8U3pYE</a>		X	X	X	
Teaching Laws, Rights and Responsibilities	<a href="https://www.youtube.com/watch?v=3YPO502dA">https://www.youtube.com/watch?v=3YPO502dA</a>		X	X	X	
They Work for Us: A Self-Advocacy Guide to Getting Through to your Elected Officials	<a href="https://ihsa.org/wp-content/uploads/2020/05/They-Work-For-Us-A-Self-Advocates-Guide-to-Getting-Through-to-your-Elected-Officials.pdf">https://ihsa.org/wp-content/uploads/2020/05/They-Work-For-Us-A-Self-Advocates-Guide-to-Getting-Through-to-your-Elected-Officials.pdf</a>		X	X	X	
Three Branches of Government	<a href="https://www.youtube.com/watch?v=Qv8ET7tU8B8">https://www.youtube.com/watch?v=Qv8ET7tU8B8</a>		X	X	X	
Voter Education Toolkit	<a href="https://www.sabusa.org/website/vote-toolkit/">https://www.sabusa.org/website/vote-toolkit/</a>		X	X	X	

\*Good information for all levels, but information may be more and more specific.

Indiana Bureau of Developmental Disabilities Services | www.idbds.in.gov

**COMMUNITY LIVING**  
 Where and how you live—housing and living options, community access, transportation, home adaptations and modifications

Description	Content	Age Level			
		Early Childhood	Elementary	Transition Age	Adults
Apps to promote independence in community settings (PowerPoint)	<a href="https://www.milestones.org/files/igacy2016/04/Ride-Wise-A-Guide-to-Travel-Training-12-7-09.pdf">https://www.milestones.org/files/igacy2016/04/Ride-Wise-A-Guide-to-Travel-Training-12-7-09.pdf</a>			X	X
A guide to travel training	<a href="https://www.idc.indiana.edu/news-events/covid19-resources.html">https://www.idc.indiana.edu/news-events/covid19-resources.html</a>			X	X
National Parks of the U.S.	<a href="https://www.youtube.com/watch?v=QM5vVpQ38I">https://www.youtube.com/watch?v=QM5vVpQ38I</a>		X	X	X
Resources for independent living	<a href="https://transitioncoalition.org/transition-activities-essentials/">https://transitioncoalition.org/transition-activities-essentials/</a>				

**SOCIAL & SPIRITUALITY**  
 Building friendships and relationships, leisure activities, personal networks, faith community.

Description	Content	Age Level			
		Early Childhood	Elementary	Transition Age	Adults
A free digital program that encourages teens and their families to create their own theatrical pieces.	<a href="http://www.playbill.com/article/film-musical-miracles-services-virtual-school-program-edum-at-home">http://www.playbill.com/article/film-musical-miracles-services-virtual-school-program-edum-at-home</a>			X	X
Faith-based services	Local online faith-based services	X	X	X	X
"I miss my friends at school" social narrative	<a href="https://www.idc.indiana.edu/news-events/covid19-resources.html">https://www.idc.indiana.edu/news-events/covid19-resources.html</a>		X	X	
Launch Doodles with My Wilkins	<a href="https://www.youtube.com/watch?v=5uG0C07s">https://www.youtube.com/watch?v=5uG0C07s</a>	X	X		
My Technology Handbook	<a href="https://www.sabusa.org/wp-content/uploads/2019/05/My-Technology-Handbook-2.pdf">https://www.sabusa.org/wp-content/uploads/2019/05/My-Technology-Handbook-2.pdf</a>		X	X	X
Field Museum: Chicago Virtual Tour	<a href="https://www.fieldmuseum.org/virtual-tour">https://www.fieldmuseum.org/virtual-tour</a>		X	X	X
Guggenheim Museum, NYC Virtual Tour	<a href="https://www.guggenheim.org/nyc/virtual-tour">https://www.guggenheim.org/nyc/virtual-tour</a>		X	X	X
My League college courses available online	<a href="https://www.myleague.org/courses">https://www.myleague.org/courses</a>		X	X	X
Leaves Museum Virtual Tour	<a href="https://www.leavesmuseum.org/virtual-tour">https://www.leavesmuseum.org/virtual-tour</a>		X	X	X
NASA Mission Operations Room Virtual Tour	<a href="https://www.nasa.gov/mission-operations-room-virtual-tour">https://www.nasa.gov/mission-operations-room-virtual-tour</a>		X	X	X
National Air & Space Museum - Smithsonian Virtual Tour	<a href="https://www.si.edu/national-air-space-museum-virtual-tour">https://www.si.edu/national-air-space-museum-virtual-tour</a>		X	X	X
National Aquarium: Washington Virtual Tour	<a href="https://www.nationalaquarium.org/virtual-tour">https://www.nationalaquarium.org/virtual-tour</a>		X	X	X
National Gallery of Art Virtual Tour	<a href="https://www.nga.gov/virtual-tour">https://www.nga.gov/virtual-tour</a>		X	X	X
National Museum of Natural History, Smithsonian Virtual Tour	<a href="https://www.si.edu/natural-history-virtual-tour">https://www.si.edu/natural-history-virtual-tour</a>		X	X	X
National Park Service Virtual Tours	<a href="https://www.nps.gov/virtual-tours">https://www.nps.gov/virtual-tours</a>		X	X	X
San Diego Zoo Virtual Tour	<a href="https://www.sanjourneys.com/virtual-tour">https://www.sanjourneys.com/virtual-tour</a>		X	X	X
Spy Museum Virtual Tour	<a href="https://www.spymuseum.org/virtual-tour">https://www.spymuseum.org/virtual-tour</a>		X	X	X
Wolf Conservation Center Virtual Tour	<a href="https://www.wolfconservation.org/virtual-tour">https://www.wolfconservation.org/virtual-tour</a>		X	X	X
Talk to Me: Treating People with Intellectual Disabilities with Respect	<a href="https://www.youtube.com/watch?v=c3bAY6-uQ">https://www.youtube.com/watch?v=c3bAY6-uQ</a>	X	X	X	X

**SAFETY & SECURITY**  
 Staying safe and secure—emergencies, well-being, guardianship options, legal rights and issues.

Description	Content	Age Level			
		Early Childhood	Elementary	Transition Age	Adults
Protecting your finances during COVID-19	<a href="https://www.consumerfinance.gov/coronavirus/">https://www.consumerfinance.gov/coronavirus/</a>				X
COVID-19 Financial Information and Resources	<a href="https://www.nationaldisabilityinstitute.org/financial-resilience-center/resources/">https://www.nationaldisabilityinstitute.org/financial-resilience-center/resources/</a>				X
Elder Abuse (application for PWD)	<a href="https://www.youtube.com/watch?v=OE0hbpe130">https://www.youtube.com/watch?v=OE0hbpe130</a>				X
Emergency Picture Communication Aid	<a href="https://gcd.org/images/public_policy/2020/english_emergency_communication_tool.pdf">https://gcd.org/images/public_policy/2020/english_emergency_communication_tool.pdf</a>		X	X	X
Starting the conversation: A toolkit for self-advocates to talk about sexual violence in their community	<a href="https://selfadvocacyinfo.org/wp-content/uploads/2019/03/Talking-about-Sexual-Violence-Toolkit.pdf">https://selfadvocacyinfo.org/wp-content/uploads/2019/03/Talking-about-Sexual-Violence-Toolkit.pdf</a>			X	X
Supported Decision Making	<a href="https://www.supporteddecisionmaking.org/">https://www.supporteddecisionmaking.org/</a>				
The rights to make choices: A new resource for Supported Decision-Making	<a href="https://www.supporteddecisionmaking.org/">https://www.supporteddecisionmaking.org/</a>				
Video: Jamie Beck and Supported Decision Making	<a href="https://www.supporteddecisionmaking.org/">https://www.supporteddecisionmaking.org/</a>				

**HEALTHY LIVING**  
 Managing and accessing health care and staying well—medical, mental health, behavior, developmental, wellness and nutrition.

Description	Content	Age Level				
		Early Childhood	Elementary	Transition Age	Adults	
How to prepare for COVID-19: tests and resources	<a href="https://www.meds.com/topics/coronavirus">https://www.meds.com/topics/coronavirus</a>	X	X	X	X	
Plain Language COVID-19	<a href="https://www.fda.gov/oc/2020/covid-19-plain-language-information">https://www.fda.gov/oc/2020/covid-19-plain-language-information</a>	X	X	X	X	
What is COVID-19	<a href="https://www.youtube.com/watch?v=HbEC-4YdM8tUre">https://www.youtube.com/watch?v=HbEC-4YdM8tUre</a>	X	X	X	X	
Child Model Institute Supporting Families COVID-19	<a href="https://childmodelinstitute.org/supporting-families-covid-19">https://childmodelinstitute.org/supporting-families-covid-19</a>	X	X	X	X	
Coping with Anxiety and Stress	<a href="https://bit.ly/3Y12d6f">https://bit.ly/3Y12d6f</a>	X	X	X	X	
Parent/Caregiver Guide to Helping Families Cope with COVID-19	<a href="https://www.ecton.org/sites/default/files/parent-caregiver-guide-to-helping-families-cope-with-covid-19.pdf">https://www.ecton.org/sites/default/files/parent-caregiver-guide-to-helping-families-cope-with-covid-19.pdf</a>	X	X	X	X	
Helping Cope with Changes Resulting from COVID-19	<a href="https://www.response.org/news-and-publications/resources-and-podcasts/what-else-safety-and-wellbeing-are-we-recommending-children-cope-with-changes-resulting-from-covid-19">https://www.response.org/news-and-publications/resources-and-podcasts/what-else-safety-and-wellbeing-are-we-recommending-children-cope-with-changes-resulting-from-covid-19</a>	X	X	X	X	
Plain Language Prevention	<a href="https://www.fda.gov/oc/2020/covid-19-plain-language-prevention">https://www.fda.gov/oc/2020/covid-19-plain-language-prevention</a>	X	X	X	X	
American Psychological Association COVID-19 Resources	<a href="https://www.apa.org/topics/covid-19">https://www.apa.org/topics/covid-19</a>	X	X	X	X	
Taking Care of Your Behavioral Health During COVID-19	<a href="https://www.youtube.com/watch?v=HbEC-4YdM8tUre">https://www.youtube.com/watch?v=HbEC-4YdM8tUre</a>	X	X	X	X	
Doctor check-ups for kids	<a href="https://www.youtube.com/watch?v=HbEC-4YdM8tUre">https://www.youtube.com/watch?v=HbEC-4YdM8tUre</a>	X	X			
My Health, My Choice, My Responsibility: Teen's Manual and Resources	<a href="https://www.wellness4all.org/resources/">https://www.wellness4all.org/resources/</a>		X	X	X	
Coping with Financial Anxiety During COVID-19	<a href="https://www.youtube.com/watch?v=HbEC-4YdM8tUre">https://www.youtube.com/watch?v=HbEC-4YdM8tUre</a>		X	X	X	
Social narratives about going to Doctor's during health	<a href="https://www.youtube.com/watch?v=HbEC-4YdM8tUre">https://www.youtube.com/watch?v=HbEC-4YdM8tUre</a>		X	X	X	
Visuals and language for staying healthy	<a href="https://www.youtube.com/watch?v=HbEC-4YdM8tUre">https://www.youtube.com/watch?v=HbEC-4YdM8tUre</a>		X	X	X	

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# Social Distancing vs Social Isolation



- IST's are encouraged to meet (by phone or virtually) early and often to ensure plans are in place to address the needs of those supported.
- Teams should work proactively on educating and modeling proper social distancing and exploring options to address each individual's situation.
- If the individual has behavior support services, the BC would be an integral part of addressing these issues.





# When You Must Isolate



- Maintain Important Relationships
- Behavior Support Services
- Social Narratives
  - [IIDC Social Narratives](#)
  - [Hands in Autism Social Narratives on COVID-19 and Staying Healthy](#)
- Video Stories
- Activities to stay engaged and busy
- Visual Schedule
- Practice use of masks
- [COVID-19 Information By and For People with Disabilities](#)
- [DSP Toolkit](#)



# Social Distancing Resources

- Self-Advocates of Indiana- [www.saind.org](http://www.saind.org)
- Child Mind Institute: Supporting Families During COVID-19
- Indiana Institute on Disability and Community (IIDC)
- Family or Disability Specific Organization



# Updates and Discussion: Visitor Policy / Restrictions

- With the lifting of the Stay at Home order, we've seen an increase of questions/concerns related to visitor restrictions.
- Guiding Principle/Goal: Empower person-centered decision-making for self-advocates, families, case managers, and providers
- How to do this:
  - Follow current guidance - see next slides
  - Work as a team and with the household to identify expectations in relation to visitors, and the general coming and going from their home during the COVID-19 implemented recommendations for social distancing or isolating measures practiced as a result of the Governor's emergency declaration.



# Updates and Discussion: Visitor Policy / Restrictions

## BDDS temporary policy changes related to COVID-19 FAQ

### INCIDENT REPORTING GUIDANCE

Please clarify the temporary timing changes for when incidents should be reported as Report to BQIS.  
BDDS has extended the timeline for reporting incidents to 48 hours from incident occurrence or point reporter becomes aware of occurrence, except in the following circumstances:

- 1) Incidents related to alleged abuse, neglect or exploitation must still be reported within 24 hours from incident occurrence or point reporter becomes aware of occurrence;
- 2) Incident reports should be filed within 24 hours when participant is presumed positive for COVID-19. Presumed positive means individuals with at least one respiratory specimen that tests positive for the virus that causes COVID-19 at a state or local laboratory.

Please clarify what should be reported relating to an individual and COVID-19.

If an individual is presumed or tested positive of COVID, an Incident Report should be submitted within 24 hours of incident occurrence or point reporter becomes aware of occurrence. BDDS has extended the timeline for reporting incidents to 48 hours from incident occurrence or point reporter becomes aware of occurrence, except in the following circumstances:

Incident reports are not required when a person has symptoms of COVID-19, unless an incident report category applies (such as an emergency intervention or event with the potential for significant harm or injury and requiring medical or psychiatric treatments or services). Incident reports are not required for COVID-19 related service/site closures/suspension of services, quarantine measures without a COVID-19 positive test, or other changes in service delivery.

Even though these are not required to be reported as incident reports, BDDS and BQIS request providers to inform and update everyone who is a part of the individualized support team in a situation involving an individual, including quarantine measures, restrictions, etc., as well as any other changes.

Please continue to submit IRs as appropriate for non-related COVID-19 incidents.

### SUSPENSION OF NEW PROVIDERS

Does the information indicating no new service provider refer to adding a new provider to an individual? Such as individual wants a new RHS provider?

No. An individual with the FSW or CIH can choose a new currently enrolled provider at any time. BDDS has temporarily suspended enrollment of new HCBS Medicaid service providers for the duration of the COVID-19 pandemic.

BDDS Temporary Policy Change Related to COVID-19 FAQ, as of 04/03/20

## *Guidance for BDDS Providers on Temporary Policy Changes Related to COVID-19 and Appendix K, As of April 3, 2020*

The Office of Medicaid Policy and Planning is preparing to submit Indiana's Appendix K: Emergency Preparedness and Response waiver amendments to the following Indiana Medicaid Home and Community Based Services waivers: the Family Supports Waiver and the Community Integration and Habilitation Waiver to the Centers for Medicare and Medicaid Services for approval. If approved, these temporary Appendix K waiver amendments will have a March 1, 2020, effective date.

Indiana Division of Disability and Rehabilitative Services and Bureau of Developmental Disabilities Services prepared the FSW and CIH Appendix K waiver amendments in response to the emergence and spread of Coronavirus disease (COVID-19) and the serious health risk it poses to Indiana's intellectual and developmental disabilities population. Governor Eric Holcomb declared a statewide public health emergency on March 6, 2020 related to the spread of COVID-19 in Indiana.

In advance of CMS' final approval, BDDS is implementing the following guidance and temporary changes to help mitigate the disruption this statewide public health emergency is anticipated to have on standard modes and methods for service delivery to BDDS participants. These temporary changes are effective retroactively to dates of service on or after March 1, 2020. These temporary changes will remain in effect through the current public health emergency, including a small period after to allow the system to transition to pre-COVID-19 operations.

This guidance is effective as of April 3, 2020. All changes to earlier guidance are noted in red.

### PROVIDER CLOSURES / VISITOR RESTRICTIONS / OTHER SIGNIFICANT SERVICE CHANGES

Providers should continue to notify BDDS of the following:

- Service or Site Closure / Suspensions
- Visitor restrictions
- Any significant change in service delivery, including change in service location. This does not include changes from face to face service delivery to telemedicine – that information should be documented as directed below.

Providers should e-mail the following details to either their Local District Manager or to [BQIS.Help@fssa.in.gov](mailto:BQIS.Help@fssa.in.gov):

- Specific services impacted
- Number of individuals impacted for each service
- Estimated closure duration and reason - if unknown, discuss plan to evaluate ability to reopen and frequency of evaluation
- Reason for Closure – Preventative or Confirmed Case
- Alternate Planning, if any
- How individuals and families are / will be notified

### INCIDENT REPORTING GUIDANCE

BDDS will extend the timeline for reporting incidents to 48 hours from incident occurrence or point reporter becomes aware of occurrence, except the following circumstances:

- Incidents related to alleged abuse, neglect or exploitation must still be reported within 24 hours from incident occurrence or point reporter becomes aware of occurrence.

BDDS Provider COVID-19 Policy Guidance, as of 04/03/20

1

<https://www.in.gov/fssa/ddrs/5762.htm>



# Updates and Discussion: Clarification on Use of Masks

- Surgical masks have been recommended for use by direct support professionals. If surgical masks are not available, providers are encouraged to follow CDC Strategies for Optimizing the Supply of Facemasks

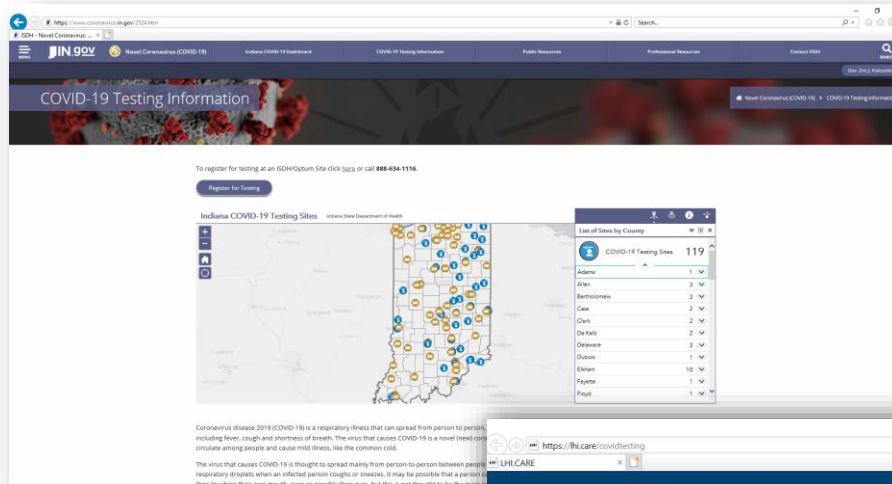
The image shows a screenshot of the CDC website. The main heading is "Strategies for Optimizing the Supply of Facemasks". The page is for "Healthcare Professionals" and discusses "Optimize PPE Supply". The "Audience" is federal, state, and local public health officials. The "Purpose" is to provide strategies for optimizing facemask supplies in healthcare settings when supply is limited. The page lists three types of capacity: **Conventional capacity** (measures without change in daily contemporary practices), **Contingency capacity** (measures that may change daily standard practices), and **Crisis capacity** (strategies that are not commensurate with U.S. standards of care). The page also includes a sidebar with links to "Symptoms", "Testing", "Prevent Getting Sick", "Daily Life & Coping", "If You Are Sick", "People Who Need Extra Precautions", "Frequently Asked Questions", "Travel", "Cases, Data, & Surveillance", "Communities, Schools & Workplaces", and "Healthcare Professionals".

On the right side of the image, there is an infographic titled "Use of Cloth Face Coverings to Help Slow the Spread of COVID-19". It includes two illustrations: one showing a person wearing a cloth face covering and another showing hands washing a cloth face covering. The infographic text includes:

- How to Wear Cloth Face Coverings:** Cloth face coverings should be properly secured with ties or ear loops. They should be made of multiple layers of fabric. They should allow for breathing without restriction. They should be able to be laundered and machine dried without damage or change to shape.
- On Homemade Cloth Face Coverings:** CDC recommends wearing cloth face coverings in public settings where other distancing measures are difficult to maintain (e.g., grocery stores and pharmacies), especially in areas of significant community-based transmission. CDC also advises the use of simple cloth face coverings to slow the spread of virus and help people who may have the virus and do not know it from passing it to others. Cloth face coverings fashioned from household items or made at home from common materials at low cost can be used as an optional, voluntary public health measure.
- Who should wear cloth face coverings?** Cloth face coverings should not be placed on young children under age 2, people who have trouble breathing, or who are unconscious, incapacitated or otherwise unable to remove the cloth face covering without assistance. Cloth face coverings recommended are not surgical masks or N-95 respirators. Those are critical supplies that must continue to be reserved for healthcare workers and other medical first responders, as recommended by the CDC guidance.
- How often should cloth face coverings be washed or otherwise cleaned regularly? How regularly?** They should be routinely washed depending on the frequency of use.
- How does one safely sterilize/clean a cloth face covering?** A washing machine should suffice in properly washing a cloth face covering.
- How does one safely remove a used cloth face covering?** Individuals should be careful not to touch their eyes, nose, and mouth when removing their cloth face covering and wash hands immediately after removing.

The CDC logo is visible in the bottom right corner of the infographic.

# Updates and Discussion: Back on Track Testing Information



This screenshot shows the 'COVID-19 Test Registration' form on the LHI CARE website. The form includes a welcome message, a section for existing patients, and a dropdown menu to select the home address state (currently set to IN). It also includes checkboxes for 'Participating States Only', 'Are you Employed?', and 'Were you advised to get tested for COVID-19 by a public health official?'.

**LHI CARE**

### COVID-19 Test Registration

1 Welcome to the COVID-19 testing registration site. Please read the following statements before registering for the COVID-19 Nasal Swab test. If you are a parent/guardian registering on behalf of a minor please call 888-634-1116 to register for a test. If you are 18 years of age or older and are registering on your own behalf, please proceed with the following questions and online registration process.

2 Existing Patients  
If you've already registered as a patient, select continue to log in to your account. [CONTINUE](#)

Select your home address State  
IN

Participating States Only. If your State is not listed, we're currently not providing services in your area.

Are you Employed?  
☐ Yes ☐ No

Were you advised to get tested for COVID-19 by a public health official?





# Updates and Discussion: Reminders

- All congregate residential settings supported by BDDS are required to report any employee who tests positive for COVID-19.
- Employee-specific reporting shall be submitted using our [online COVID-19 Employee Reporting Form](#)



# Updates and Discussion:

## Appendix K - Recap of the Basics

- Appendix K is temporary
- Flexibilities are ONLY available when the need is related to COVID-19 as defined
- Flexibilities do not replace existing allowances under the currently approved waivers
  - Parents/step-parents/guardians as paid caregivers of adult children
  - Right to choose and change services and providers at any time
- There are no exceptions for utilizing the flexibilities in Appendix K
  - Case managers should work with families to determine other resources, including natural supports, are available



# Scenario 1: Description

- Anna is 24 yrs old and lives in a waiver setting with 2 other individuals.
- Anna and her parents felt she would be safer to go home with her parents during the public health emergency and she plans to stay there at least a few months.
- Anna contacted her case manager to tell her of this decision and said that she and her parents do not want services to be provided in the family home at this time.
- The case manager informed Anna that this was okay and suggested that the team meet to discuss the decision and make appropriate plans.
- Anna was agreeable to this, so the case manager arranged an IST meeting later that week. The team met via telephone and was supportive of the individual and family's decision.
- The team discussed the possibility of some services being delivered via telemedicine if Anna and her parents would want to explore that option. At this time they do not want wish to pursue that option.
- Anna and her family want to continue the case management service but would like contact to be virtual as opposed to in-person during the public health emergency.



# Scenario 1: Conclusion

- The case manager did not change the services on the CCB nor was there a need to interrupt the waiver since case management will continue and the plan is for Anna to return to her home\waiver setting.
- Anna continues to pay her share of rent and expenses in order for her home to be maintained.



# Scenario 2: Description

Johnny, is an eighteen year old receives supports through the CIH. He is also still in school. He currently receives 25 hours of RHS, 10 hours of CHIO, and Behavior Management on his plan. His parents are essential workers and are not able to be at home during the day. Johnny would like to maintain some independence while his parents are at work and school is not in session. The family contacts Johnny's case manager to discuss the options they have. The case manager explains that CHIO can temporarily be delivered in the family home as is allowable under the Appendix K flexibilities and that Behavior Management can also be provided via telemedicine under the current flexibilities. The family does not feel comfortable having staff in the home to provide CHIO or RHS at this time but have agreed that Behavior Management can be delivered through telemedicine to continue to support Johnny. The case manager also discusses the fact that under the current service definitions, the parents could become the RHS and CHIO staff. The parents decide they do not wish to take on this role.

## Fast Facts

- Johnny's parents are choosing to not allow staff in the home.
- Family agrees with use of Behavior Supports via telemedicine
- Johnny's parents do not wish to become paid staff.
- No other flexibilities are being explored at this time



# Scenario 2: Conclusion

The case manager uses the **integrated support star** to explore other support options that may be available to Johnny at this time.

**Personal Strengths and Assets:** The case manager, Johnny and his parents discuss that Johnny is able to stay by himself for short periods of the day.

**Relationships:** Johnny has a good relationship with a neighbor who can serve as an emergency contact if Johnny would need help when he is alone.

**Technology:** The family has a computer and stable internet access. Johnny also has a smart phone. The case manager and family explore and download an app that allows for GPS tracking to help parents feel more comfortable about leaving him by himself. They also move the face time app to his home screen so that he can easily find it and video chat with his parents throughout the day. Lastly they download an app that has reminders for Johnny throughout the day to complete chores, self-care, and virtual appointments.





# Scenario 2: Conclusion

**Community:** Johnny's CHIO staff would take him to the library where he enjoyed participating in their programs. Johnny, his parents and case manager explore what virtual programs Johnny may be interested in participating in during the day and add simple links to his schedule. The case manager also suggests that they meet with the CHIO provider to see if they are able to provide CHIO activities remotely to keep Johnny engaged and busy through the day.

**Eligibility Specific:** The case manager discusses that electronic monitoring/remote supports are currently available for individuals on the CIH who are 18. The parents and Johnny feel comfortable with this option and request the case manager update the CCB to reflect this change. As Johnny is due to graduate next year, they feel this would be a great opportunity to explore this service option. The IST convenes regularly (telephonically or virtually) to discuss Johnny's progress under remote supports and address any ongoing needs at this time.



# Scenario 3: Description

Jenny is an 8 yr old girl who receives the Family Support Waiver. Jamie receives PAC, Respite and Case Management. Jenny also attends an ABA center all day which has temporarily closed due to COVID-19. Jenny's parents have asked that her PAC and Respite staff not come to the home to provide services in an effort to maintain social distancing and keep their family safe. The parents contact the case manager and inquire about becoming Jenny's paid staff during this time.

## Fast Facts:

- Jenny was receiving PAC prior to COVID-19
- Jenny's parents have requested no staff to come in the home.

The case manager works through the questions provided in the temporary guidance to determine if Jenny and her family meet the criteria for the Appendix K flexibility.



# Scenario 3: Conclusion

Is the disruption in current services due to COVID-19 that creates an immediate need for intervention and response to ensure their health, safety and well-being?

- Has the waiver provider suspended services due to COVID-19? **No. The provider of PAC services has not indicated a change in their service delivery that includes no longer sending regular staff to the home.**
- Is the current staff not providing services because they have been exposed or are ill with COVID-19? **No**
- Has the primary caregiver or legal guardian has been exposed or is ill with COVID-19? **No**
- Is the individual receiving waiver services has been exposed or is ill with COVID-19? **No**

The case manager shares with Jenny's parents that their situation does not meet the criteria to utilize the temporary Appendix K allowance for parents to be paid caregivers of minor children.



# Scenario 3: Conclusion

Is the service critical to the health, safety and well-being of the individual?

- The case manager recognizes that PAC and Respite can be a vital service to Jenny and her parents and therefore explains that PAC and Respite staff are considered essential employees therefore do not have to adhere to any stay at home order. The case manager suggests that they call a team meeting so that Jenny can discuss with her PAC and Respite providers what her concerns are and discuss what types of preventative measures the provider is putting in place to ensure the health of their staff and the families in services.

Use the Integrated Support Star, or other similar tool, to identify other appropriate alternatives that are available to support the individual including other HCBS services, natural supports, technology, etc.

- The case manager uses the integrated supports star to explore what other options may exist to support Jenny and her family during this time. During this discussion the case manager learns that the family is having financial difficulties arising from lost work due to COVID-19. The case manager provides the parents with the appropriate information and resources on how to obtain assistance with food, utilities and rent.



# Scenario 3: Conclusion

Is the temporary, immediate need for intervention and response fall within the purpose and guidelines of home and community-based waiver services?

- The discussions and solutions that the case manager and mom have discussed fall within the purpose of HCBS waivers.

Determining what support options should be explored during COVID-19 public health emergency.

- The case manager discusses with mom that ABA is not a waiver service and that she should work with her center to see if they are using any alternative means to provide ABA during this time.





- BDDS / BQIS Questions:  
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